

AP U.S. History, Semester 2
Unit Quiz: Post-War Politics and Society
Instructor's Version B

Answers: Multiple-Choice Questions

1.	E	16.	C
2.	C	17.	B
3.	C	18.	D
4.	D	19.	A
5.	B	20.	A
6.	A	21.	B
7.	A	22.	B
8.	D	23.	A
9.	E	24.	D
10.	D	25.	E
11.	A	26.	E
12.	B	27.	C
13.	B	28.	B
14.	D	29.	B
15.	C	30.	D

Answers: DBQ Essay Question

"U.S. policy in Vietnam reflected lessons learned from other twentieth-century wars." Assess the validity of this statement with reference to two of the following wars:

- **World War I**
- **World War II**
- **The Korean War**
- **The Cold War**

Use evidence from the documents **and** evidence from your knowledge of the wars you select and the period from 1956-1975 to compose your answer.

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Notes for the Instructor

Students should answer the question directly and use specific evidence from the documents, Tutorials, and text. For further information on how to write a DBQ, view the Tutorial "Reading and Writing History," or visit Resources in the class center. Print out a copy of the Unit Quiz to view the full DBQ.

This question is more difficult than the DBQs students have worked on so far, and asks students to integrate information from earlier units with the information learned in this unit. Please take the difficulty of the question and documents into account when grading the students' answers.

This question asks students to look at Vietnam from a new perspective. Rather than looking at Vietnam as the source of lessons to be applied in the future, students have to consider the conflict in terms of lessons learned in previous wars. Students must read the provided documents carefully to identify how the lessons learned in World War I, World War II, Korea, and the Cold War were applied in Vietnam.

Pointers for the Instructor

- Make sure students address the question. They should use specific evidence to criticize or support the statement that lessons learned from earlier wars were applied in Vietnam.
- It is important that students offer their view of what lessons were learned and then support this view with evidence from the two wars they chose to discuss.
- Emphasize that every paragraph students write must contribute to their thesis.
- Students must make effective use of the documents by citing them directly or by paraphrasing.
- Make sure students bring additional information from the text, the Tutorials, and the Assignments into their arguments.
- Remember that this question is particularly difficult—take this into account as you grade the students' answers. The rubric below has changed from earlier DBQs to reflect the difficulty of this question.

Use of Documents

Document A: This 1965 state department document was part of the government's explanation for America's growing involvement in Vietnam. It describes the U.S. as taking the higher ground—opposing aggression around the world. This reflects the general American view toward military intervention throughout the twentieth century, beginning with Wilson and World War I. Other phrases in the document, such as "[the U.S. has] learned the meaning of aggression" and "will not abandon friends," refer to lessons from World War II and Korea. The document's focus on the communist government in Hanoi also reflects America's Cold War opposition to communist expansion.

Documents B and D: The Gulf of Tonkin Resolution describes the U.S. as taking the high ground and opposing communist aggression. This document reflects Wilson's views on American involvement in World War I and also Truman and Eisenhower's views on Korea and the Cold War. The White House Statement also reflects the America's Cold War

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opposition to communism, and the lesson learned during World War II—not to appease aggressors.

Document C: This early statement by President Eisenhower reflects America's conception of itself after World War II as the defender of freedom. It also contrasts South Vietnam's desire to live in "freedom" with what implications that freedom would not exist under the communist regime of North Vietnam. This reflects lessons learned in Korea, and America's Cold War opposition to communism.

Document E: This conversation between President Johnson and Senator Russell about the dangers of involvement in Vietnam reflects lessons learned from Korea about the potential involvement of China and the difficulties of successful military intervention.

Document F: In this speech, Johnson defends American involvement in Vietnam. He draws on the idea of America as a defender of freedom, and compares America's role in Vietnam to its roles in World War I, World War II, and the Cold War. He also argues that America is obliged to stop aggression and assist friends and allies.

Document G: This excerpt from the Pentagon Papers focuses on stopping the spread of communism and defending freedom.

Document H: This statement from Eisenhower mentions assisting friends in halting aggression and defending the freedom of the Vietnamese people.

Key Points

World War I:

- Wilson believed America was called to advance democracy around the world; this would become the American "high ground" in foreign policy throughout the twentieth century.
- Espionage and Sedition Acts passed during World War I might compare to problems of antiwar protests during Vietnam.
- America became the "decisive power" to win World War I; no one else could do the job.
- Wilson's Fourteen Points are a statement of American "high ground" in foreign policy.
- Wilson advanced international principles and denied American self-interest.
- U.S. intervened against Bolsheviks in Russian revolution.
- American isolationists during this period argued against international involvement.
- Wilson learned that foreign policy has a basis in what the public will support—popularity of isolationism delayed involvement in World War I and doomed League of Nations; this has direct comparison to Vietnam, as loss of public support hampered war effort for both LBJ and Nixon.

World War II:

- Efforts at neutrality failed because of importance of U.S. in international arena.
- The view that U.S. was "arsenal of democracy" during World War II was built on the experience of World War I and Wilson's positioning of the U.S. the defender of democracy
- World War II demonstrated importance of Asia to U.S. economy and security.
- World War II altered view of war from heroic to terrible.

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- Soviet domination of Eastern Europe demonstrated a need to stop the spread of communism and to defend freedom.
- Postwar divisions left the U.S. and the U.S.S.R. as rivals.
- U.S. emerged from World War II as the strongest world power, but with this power came global responsibilities and interests.

The Cold War:

- As the dominant international powers, the U.S. and the U.S.S.R. were the main rivals of the Cold War, and fought proxy wars in Korea and Vietnam.
- The U.S. developed policy of containment, which it applied in Korea and Vietnam.
- America took the "high ground" in foreign policy, supporting freedom and democracy.
- Confronting communist aggression ensured South Korea's freedom from communism.
- Soviet actions in Hungary and Cuba demonstrated the need to stop the spread of communism and stand up to aggressors.

The Korean War:

- The division of Korea after World War II was supposed to be temporary, but became permanent—North communist and South democratic.
- There is strong evidence that the Soviets encouraged the North's invasion of the South.
- UN involvement in Korea proved that American leadership was essential for success.
- America's decision to become involved in Korea demonstrated that Asia was important for American security and interests.

The Vietnam War:

- In 1965, Johnson moved to "Americanize" the war:
 - Consistent with the Truman Doctrine and policy of containment
 - Importance of American leadership supported by Eisenhower and Dulles
 - If U.S. did not stop the spread of communism, no one else would.
- U.S. needed to avoid involvement of U.S.S.R. and China, as had happened in Korea
- Contradictory lessons learned in other wars were applied to Vietnam:
 - Reluctance to commit American troops—American interests were not really at stake
 - Support for massive military commitment to achieve a total victory and stop aggression

Scoring Rubric

This question is worth 40 points. There are five scoring ranges:

36-40 points—Excellent

Argument: The essay should have a strong, clear thesis. The student should take a clear position either in support of or against the proposition stated in the question. The essay should also indicate a grasp of the complexity of the issue, identifying the lessons learned and the policies taken.

Critical Thought: The student should explain how each document supports or undermines the thesis. The student should address conflicts and contradictions in the evidence. Any outside information must be relevant to the argument.

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Evidence: The student should use documents **and** outside information (see lists above) throughout the essay. Most of the documents must be used, and students might address the relationship between the sources.

Writing Style: The essay must be well organized and well written; it must make sense throughout.

32-35 points—Very Good

Argument: The student's thesis should be consistent with the question, but it may not be sufficiently focused.

Critical Thought: The student's answer must include an analysis of several of the documents and must incorporate outside information.

Evidence: The student should make use of the documents and outside information (see lists above) that support the position being argued. Discussion of relationships between the sources used may be limited.

Writing Style: The essay should be well organized and clearly written; it must be logical, but some points may be unclear.

28-31 points—Adequate

Argument: The student's thesis is only partially developed. It may address the question, but it does so in a way that doesn't acknowledge the question's complexity. The essay will most likely fail to prioritize the arguments.

Critical Thought: The student's essay is primarily descriptive or narrative, and doesn't provide an analysis of the question or of the evidence provided. It will not address all the relevant issues, and will ignore the opposing position.

Evidence: The student may paraphrase the documents and may misinterpret a document to better fit the argument. The student will use only a little outside information and may refer to some but not all of the documents. The answer may contain errors.

Writing Style: The writing and organization is unclear, but acceptable.

24-27 points—Flawed

Argument: The student's thesis will be unclear and will not be supported in the body of the essay. Use of evidence will be unclear, and the argument will be poorly developed.

Critical Thought: The essay will show only a limited understanding of the question, and will offer little or no analysis. What little analysis there is will be inaccurate. The student will show little understanding of the issue of lessons learned in earlier wars.

Evidence: The student will not make use of the documents appropriate to their argument, and may use documents that actually support the opposing position. The use of documents will be haphazard, with references only to brief excerpts or paraphrases. There will be little outside information. The argument may contain errors.

Writing Style: The student's answer will be weakly organized and the writing will be unclear.

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20-23 points—Severely Flawed

Argument: The student provides no thesis, or provides one that is not relevant to the question.

Critical Thought: The student demonstrates little or no understanding of the question.

Evidence: The student makes almost no use of the documents provided, and makes little or no use of outside information. The answer contains major errors.

Writing Style: The answer is disorganized and poorly written.